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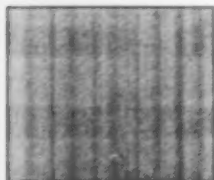
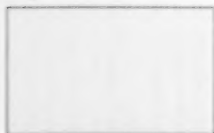
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ABSTRACT

This paper presents the alignment of Oregon's content standards with the Certificates of Initial Mastery (CIM), Certificates of Advanced Mastery (CAM), and the Proficiency-based Admissions Standards System (PASS). After some background, a timeline, and definitions of 4 terms used in the paper, it presents charts that align common curriculum goals to content standards, grade 3 benchmarks, grade 5 benchmarks, grade 8 benchmarks, grade 10/CIM benchmarks, grade 12/CAM benchmarks, and PASS criteria in the content areas of reading, literature, writing, and communication. (RS)



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Oregon Department
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Alignment of CIM and CAM Content Standards and Benchmarks with the PASS Proficiency Standards

Content Area: **English**

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Adopted by the State Board of Education
March 19, 1998

The Alignment of CIM and CAM Content Standards with PASS Proficiency Standards

Background

In 1991, the state legislature passed the Oregon Educational Act for the 21st Century. The Act was amended in 1995 to require the State Board of Education to adopt content standards in English, Mathematics, Science, the Social Sciences, the Arts, and Second Language and to revise the Common Curriculum Goals. The Act also required the State Board of Education to "regularly and periodically review and revise its Common Curriculum Goals" including the "rigorous academic content standards." (ORS 329.945)

Beginning in 1995 and continuing through September 1996, the Oregon Department of Education (ODE) developed the content standards and revised the Common Curriculum Goals. A team of nationally recognized curriculum experts—as well as over 1,500 citizens throughout Oregon—reviewed the standards, giving input for refinement. Copies of the draft standards were widely disseminated, and comments were invited from business people, educators, and the public. In September 1996, the State Board of Education adopted the Common Curriculum Goals and content standards, along with performance standards in mathematics and English, with the understanding that ODE staff would continue its work on the standards for the social sciences.

Aligning CIM, CAM, and PASS

The ODE has completed a technical review of the standards in partnership with the Oregon University System (OUS) to align the Certificates of Initial Mastery (CIM) standards, the Certificate of Advanced Mastery (CAM) standards, and the Proficiency-based Admissions Standards System (PASS). The process began with a review of the standards in the spring of 1997 and during the K-12 Summer Design Institute. Subsequent teams, including representatives from ODE and PASS, reviewed

the comments on the standards that were provided during the spring and summer and adjusted the language of the content standards to clarify their meaning and to better align CIM, CAM, and PASS.

Content and assessment panels also provided input about the proposed aligned standards. National experts reviewed them for quality and alignment with the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS) assessments. In addition, the Oregon Parent Teacher Association reviewed possible adjustments at its October board meeting. A parent group reviewed the proposed alignment at a January 1998 meeting in Bend.

Participants in the regional review meetings held throughout the state from January 7 - 15 further informed the technical review, resulting in this set of aligned standards, prepared for first reading at the January 22 meeting of the State Board of Education. Regional review sessions were held throughout the state in February. Adjustments made as a result of these meetings were presented to the State Board on February 19, 1998, for a second reading. The State Board adopted the Aligned Standards on March 19, 1998.

These standards will go into effect in September 1998 to allow for alignment and printing of district curriculum materials.

Continuous Improvement in a Standards-Based System

1987-1991	Development of Common Curriculum Goals and Essential Learning Skills
August 1995- June 1996	Development of Academic Content Standards and revision of Common Curriculum Goals
June 1996	National Review of Proposed Standards
August 1996	Public Hearings on Content Standards
September 1996	State Board of Education adopts Content Standards
Summer 1997	Summer Design Institute addresses CIM/CAM/PASS System Alignment (K-12 educators from across the state)
Fall 1997	ODE/PASS Work Teams and state Content and Assessment Panels develop working draft of aligned standards
December 1997	State Board of Education discussion of biennial review process
January 7 - February 12, 1998	Regional meetings on proposed aligned standards
January 22, 1998	Proposed aligned standards presented to the State Board of Education for a first reading
February 19, 1998	Proposed aligned standards presented to the State Board of Education for a second reading
March 19, 1998	State Board of Education adopts aligned standards
April 1998	Aligned standards mailed to schools
September 1998	Implementation of aligned standards

Terms Used in This Document:

Common Curriculum Goals: The knowledge and skills required in the K-12 curriculum, including Essential Learning Skills and Content Standards.

Content Standards: Required student knowledge and skills. Content standards answer the question, "What must a student know and be able to do?" Content standards have been developed in English, mathematics, science, social science, second languages, and the arts.

Benchmark: A point of reference from which student achievement may be measured. A benchmark indicates the expectations and requirements at a given point in time. Oregon's benchmarks are at grades 3, 5, 8, 10, and 12.

PASS Criteria: A point of reference that indicates the expectations and requirements for students entering Oregon's public universities.

ENGLISH



ODE Definition:

READING

Comprehend a variety of printed materials.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
Recognize, pronounce, and know the meaning of words in text.	Recognize, pronounce, and know the meaning of words in text by using phonics, language structure, contextual clues, and visual cues.	Read accurately by using phonics, language structure, word meaning, and visual cues. Read orally with natural phrasing, expressive interpretation, flow, and pace. Determine meanings of words using contextual clues and illustrations.	Although assessed at Grade 3, it is suggested that reading accuracy and fluency be monitored across the grade levels.	
Use a variety of reading strategies to increase comprehension and learning.	Locate information and clarify meaning by skimming, scanning, close reading, and other reading strategies.	Locate information using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.	Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, and/or tables.	Determine meanings of words using contextual and structural clues and other reading strategies.
Increase word knowledge through systematic vocabulary development.				

Notes on Reading:

Notice that the language across the benchmarks is often similar. It is intended, however, that reading selections will increase in complexity, as will student responses.

**Grade 10/CIM
Benchmarks**

Determine meanings of words, including those with multiple meanings, using contextual and structural clues and other reading strategies.

Locate information and clarify meaning by using tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, tables, and other reference sources.

**Grade 12/CAM
Benchmarks**

Determine meanings of words, including those with multiple, specialized, or technical meanings, using contextual and structural clues and other reading strategies.

Locate information, clarify meaning, and form conclusions by using tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, tables, and other reference sources.

**PASS
Criteria**

PASS assumes proficiency in Reading.

Assessment Notes:

Reading standards can be demonstrated as students focus on standards in a variety of subjects--including English, Mathematics, Science, Social Sciences, and the electives areas--as well as within the context of a CAM endorsement area.

ENGLISH**READING, CONTINUED****ODE Definition:**

Comprehend a variety of printed materials.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
Demonstrate literal comprehension of a variety of printed materials.	Demonstrate literal comprehension of a variety of printed materials.	Retell, summarize, or identify sequence of events, main ideas, facts, and opinions in literary and informative selections.	* Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections.	 * Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections.
Demonstrate inferential comprehension of a variety of printed materials.	Demonstrate inferential comprehension of a variety of printed materials.	Identify cause and effect relationships and make simple predictions.	Identify relationships, images, patterns, or symbols and draw conclusions about their meanings in printed material.	Examine relationships, images, patterns, or symbols to draw conclusions about their meanings in printed material.
Demonstrate evaluative comprehension of a variety of printed materials.	Demonstrate evaluative comprehension of a variety of printed materials.	Analyze and evaluate information and form conclusions.	Analyze and evaluate information and form conclusions.	Analyze and evaluate whether a conclusion is validated by the evidence in a selection.

Notes on Reading:

* "Practical selections" refers to items such as assembly instructions, W-2 forms, a recipe, or reading a class schedule by recognizing patterns of organizations.

Notice that the language across the benchmarks is often similar. It is intended, however, that reading selections will increase in complexity, as will student responses.

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
* Identify sequence of events, main ideas, facts, supporting details, and opinions in literary, informative, and practical selections. Analyze relationships, images, patterns, or symbols to draw conclusions about their meanings in printed material. Analyze and evaluate whether an argument, action, or policy is validated by the evidence in a selection.	* Summarize literal meaning in literary, informative, and practical selections. Identify main ideas, opinions, and significant supporting details in selections. Analyze how relationships, images, patterns, and symbols are used to convey implied meanings in printed material. Analyze and evaluate the merit of an argument, action, or policy by examining evidence offered in the material itself and by comparing the evidence with information available in other sources.	PASS assumes proficiency in Reading.

Assessment Notes:

Reading standards can be demonstrated as students focus on standards in a variety of subjects--including English, Mathematics, Science, Social Sciences, and the electives areas--as well as within the context of a CAM endorsement area.

ENGLISH**READING, CONTINUED****ODE Definition:**

Comprehend a variety of printed materials.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
Connect reading selections to other texts, experiences, issues, and events. Read for enjoyment and information.	Draw connections and explain relationships between reading selections and other texts, experiences, issues, and events.		✎ Extend and deepen comprehension by relating text to other texts, experiences, issues, and events.	✎ Extend and deepen comprehension by relating text to other texts, experiences, issues, and events.

Notes on Reading:

Notice that the language across the benchmarks is similar. It is intended, however, that reading selections will increase in complexity, as will student responses.

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
Extend and deepen comprehension by relating text to other texts, experiences, issues, and events.	Extend and deepen comprehension by relating text to other texts, experiences, issues, and events.	

State Board of Education -- 1998

Assessment Notes:

Reading standards can be demonstrated as students focus on standards in a variety of subjects--including English, Mathematics, Science, Social Sciences, and the electives areas--as well as within the context of a CAM endorsement area.

ENGLISH



ODE Definition:

PASS Proficiency:

LITERATURE

Understand how literature records, reflects, communicates, and influences human events.

Read and respond to a broad selection of literature from a variety of historical periods, cultures, literary perspectives, and genres, including poetry, novels, short stories, essays, and drama; understand the characteristics of literary genres, periods, and movements.

Analyze literary forms, elements, devices, and themes to interpret and critique literary texts, performances, and media.

Explain how the humanities reflect, influence, and comment upon human experiences and societal assumptions, traditions, structures, and changes.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
Read a variety of literary forms (e.g., novels, poems, plays, short stories, autobiographies, essays) of varying complexity from a variety of cultures and time periods.	Read selections from a variety of cultures and time periods and recognize distinguishing characteristics of various literary forms.	Read selections from a variety of cultures and time periods and identify various literary forms.	Read a variety of literary selections, including novels, short stories, poetry, plays, and nonfiction from a variety of cultures and time periods and identify characteristics of literary forms.	Read a variety of literary works and distinguish among characteristics of a variety of literary forms, including novels, short stories, poetry, plays, and nonfiction from a variety of cultures and time periods.

Notes on Literature:

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
Read and respond to literary works from a variety of literary forms, including novels, short stories, poetry, drama, essays, and nonfiction from a variety of cultures and historical periods; recognize distinguishing characteristics of literary genres.	Read and respond to literary works from a variety of literary forms, including novels, short stories, poetry, drama, essays, and nonfiction from a variety of cultures and historical periods; analyze distinguishing characteristics of the genres.	Read and respond to works of recognized literary merit from a variety of cultures, genres, and historical periods; recognize distinguishing characteristics of significant literary periods, movements, and genres. Identify and explain relationships among literary works, human experiences, other texts, or disciplines.

Assessment Notes:

Literature standards can be demonstrated as students read and respond to literature (fiction and nonfiction) in a variety of subject areas--including English, Mathematics, Science, Social Science, and the elective areas--as well as within the context of a CAM endorsement area.

ENGLISH**LITERATURE, *CONTINUED*****ODE Definition:**

Understand how literature records, reflects, communicates, and influences human events.

PASS Proficiency:

Read and respond to a broad selection of literature from a variety of historical periods, cultures, literary perspectives, and genres, including poetry, novels, short stories, essays, and drama; understand the characteristics of literary genres, periods, and movements.

Analyze literary forms, elements, devices, and themes to interpret and critique literary texts, performances, and media.

Explain how the humanities reflect, influence, and comment upon human experiences and societal assumptions, traditions, structures, and changes.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
Evaluate how the form of a literary work and the use of literary elements and devices (e.g., setting, plot, theme, character, word choice, point of view, tone, language) contribute to the work's message and impact. Analyze the development and treatment of themes in a literary work.	Analyze the author's ideas, techniques, and methods and make supported interpretations of the selection.	Identify character, plot, and setting in a literary selection.	Identify character, plot, setting, and theme and describe how they contribute to the meaning of a literary selection. Identify literary devices such as similes, rhyme, and dialogue. Recognize how structure and word choice contribute to the effect of a literary selection.	Recognize and examine how character, plot, setting, and theme contribute to the meaning of a literary selection. Examine the uses and effects of literary devices such as figurative language, allusion, dialect, and dialogue in a literary selection. Examine how stylistic decisions (e.g., structure, point of view, word choice, exaggeration) contribute to the impact of a literary selection.

Notes on Literature:

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
Examine and analyze how character, plot, setting, and theme contribute to the meaning and impact of a literary work.	Analyze and evaluate how literary elements such as character, plot, setting, and theme contribute to the unity and effectiveness of a literary work.	Recognize, examine, and understand the uses and effects of literary elements, rhetorical devices, and themes within and among literary works.
Examine the uses and effects of literary devices such as figurative language, allusion, dialect, dialogue, and symbolism.	Analyze and evaluate how literary devices such as figurative language, allusion, dialect, irony, and symbolism contribute to the unity and effectiveness of a literary work.	
Analyze how stylistic decisions (e.g., structure, point of view, word choice, exaggeration) contribute to the impact of a literary selection.	Analyze and evaluate how stylistic decisions (e.g., structure, point of view, word choice, exaggeration) contribute to the impact of a literary selection.	
Interpret and explain a literary work, using examples, details, and quotations from the text.	Use textual evidence to develop and support an interpretation of a literary work.	Use textual evidence to develop and support an interpretation of a literary work.

Assessment Notes:

Literature standards can be demonstrated as students read and respond to literature (fiction and nonfiction) in a variety of subject areas--including English, Mathematics, Science, Social Science, and the elective areas--as well as within the context of a CAM endorsement area.

ENGLISH**LITERATURE, *CONTINUED*****ODE Definition:**

Understand how literature records, reflects, communicates, and influences human events.

PASS Proficiency:

Read and respond to a broad selection of literature from a variety of historical periods, cultures, literary perspectives, and genres, including poetry, novels, short stories, essays, and drama; understand the characteristics of literary genres, periods, and movements.

Analyze literary forms, elements, devices, and themes to interpret and critique literary texts, performances, and media.

Explain how the humanities reflect, influence, and comment upon human experiences and societal assumptions, traditions, structures, and changes.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
Understand how literature is influenced by historical, cultural, social, and biographical factors.	Analyze how literary works are influenced by history, society, culture, and the author's life experiences.			

Notes on Literature:

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
	Explain the ways in which a writer may have been influenced by life experiences or by historical, social, and cultural issues or events.	Explain how works from the humanities are influenced by historical, social, cultural, political, literary, or creative contexts and individual experiences. Examine how works from the humanities characterize individuals, groups, and cultures. Explain social/cultural perspectives, themes, and commentary, and examine techniques used to promote or critique social change in works from the humanities.

Assessment Notes:

Literature standards can be demonstrated as students read and respond to literature (fiction and nonfiction) in a variety of subject areas--including English, Mathematics, Science, Social Science, and the elective areas--as well as within the context of a CAM endorsement area.

ENGLISH



ODE Definition:

PASS Proficiency:

WRITING

Use writing as a tool to learn, reflect, and communicate for a variety of audiences and purposes.

Write to discover and convey meaning, using effective processes to produce writing which is thoughtful, fluent, organized, coherent, and clear.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
* Communicate knowledge of the topic, including relevant examples, facts, anecdotes, and details appropriate to topic, audience, and purpose. Structure information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs. Express ideas in an engaging and credible way appropriate to audience and purpose. Develop flow and rhythm of sentences. Select functional, precise, and descriptive words appropriate to audience and purpose. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, paragraphing, and citing sources.	Communicate knowledge of the topic, including relevant examples, facts, anecdotes, and details. Structure information in clear sequence, making connections and transitions among ideas, paragraphs, and sentences. Use varied sentence structures and lengths to enhance flow, rhythm, and meaning in writing. Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, and other writing conventions.	Convey main ideas with some details. Structure writing by developing a beginning, middle, and end supported by some transitions. Demonstrate some control of correct spelling, grammar, punctuation, and capitalization.	Convey clear main ideas and supporting details in ways appropriate to topic, audience, and purpose. Structure writing by developing a beginning, middle, and end with clear sequencing of ideas and transitions. Use sentence structures that flow and vary in length. Use correct spelling, grammar, punctuation, capitalization, and paragraphing.	Convey clear, focused main ideas supported by details and examples in ways appropriate to topic, audience, and purpose. Structure writing in a sequence by developing a beginning, middle, and end and by making transitions among ideas and paragraphs. Use varied sentence structures and lengths to enhance flow and rhythm. Use correct spelling, grammar, punctuation, capitalization, paragraphing, and citations.

Notes on Writing:

The writing process and opportunities for students to reflect upon their work should be used as a part of the regular classroom instruction.

Note: Notice that the language across the benchmarks may be similar in some cases. It is expected, however, that the level of sophistication in writing skills and content will increase.

* Common Curriculum Goals related to research can be found in the Communication section.

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
Convey clear, focused main ideas supported by accurate and relevant details in ways appropriate to topic, audience, and purpose.	Convey clear, focused main ideas with accurate and relevant supporting details in ways appropriate to topic, context, audience, and purpose.	Develop, support, and convey clear, focused, and substantive ideas in ways appropriate to topic, context, audience, and purpose.
Structure writing in a clear sequence by developing a beginning, middle, and end and by making transitions among ideas, paragraphs, and sentences.	Organize writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences.	Organize writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences.
Use and vary sentence structures and lengths to enhance flow, rhythm, meaning, and clarity.	Use and vary sentence structures and lengths appropriate to the writing context.	Use and vary sentence structures, word choices, and writing voice to achieve clear and fluent writing.
Use correct spelling, grammar, punctuation, capitalization, paragraphing, and citations.	Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, formatting, and, when appropriate, citations.	Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, formatting, and, when appropriate, citations.

Assessment Notes:

Writing standards can be demonstrated as students develop their communication skills in a variety of subjects--including English, Mathematics, Science, Social Science, and the elective areas--as well as within the context of a CAM endorsement area.

ENGLISH**WRITING, CONTINUED****ODE Definition:**

Use writing as a tool to learn, reflect, and communicate for a variety of audiences and purposes.

PASS Proficiency:

Write to discover and convey meaning, using effective processes to produce writing which is thoughtful, fluent, organized, coherent, and clear.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
Use a variety of modes (e.g., narrative, imaginative, expository, persuasive) in appropriate context. ❑ Use a variety of written forms (e.g., journals, essays, short stories, poems, research papers, business and technical writing) to express ideas appropriate to audience and purpose. ❑ Use multi-step writing process (e.g., identify audience and purpose, generate ideas, plan, draft, confer, revise, and publish) to express ideas. ❑ Reflect upon and evaluate own writing.	Use a variety of modes and written forms to express ideas.	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive).	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, reports) appropriate to audience and purpose.	Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, letters, research papers, reports) appropriate to audience and purpose.

Notes on Writing:

 The writing process and opportunities for students to reflect upon their work should be used as a part of the regular classroom instruction.

Research-related standards can be found in the Communication section.

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
Write in a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, letters or business communications, research papers, technical reports) appropriate to audience and purpose.	Write for varied purposes in a variety of modes and forms.	Write for varied purposes in a variety of modes and forms. Use effective processes to generate, compose, organize, revise, and present writing. Format and publish writing in ways appropriate to topic, context, audience, and purpose.

Assessment Notes:

Writing standards can be demonstrated as students develop their communication skills in a variety of subjects--including English, Mathematics, Science, Social Science, and the elective areas--as well as within the context of a CAM endorsement area.

ENGLISH



ODE Definition:

PASS Proficiency:

COMMUNICATION

Speak effectively for a variety of audiences and purposes and listen effectively to gather information.

Use oral, visual, written, and multi-media communication forms to convey information and ideas for a variety of purposes, audiences, and contexts. Conduct inquiry and research, using a variety of primary and secondary sources and informational resources to investigate questions and topics, gather and synthesize information, and create and communicate knowledge.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
Communicate supported ideas using oral, visual, written, and multi-media forms in ways appropriate to topic, context, audience, and purpose.	Communicate knowledge of the topic, including relevant examples, facts, anecdotes, and details.	Convey main ideas with some supporting details appropriate to audience and purpose.	Convey clear, focused main ideas with supporting details appropriate to audience and purpose.	Convey clear, focused main ideas with accurate, relevant supporting details, including documentation of sources, appropriate to audience and purpose.
Structure oral, visual, written, and multi-media presentations in clear sequence, making connections and transitions among ideas and elements.	Structure information in clear sequence, making connections and transitions among ideas, sentences, and paragraphs.	Demonstrate organization by developing a beginning, middle, and end with some transitions.	Demonstrate organization by developing a beginning, middle, and end with clear sequencing of ideas and transitions.	Demonstrate organization by developing a beginning, middle, and end and by providing clear sequencing of ideas and transitions.
Use the language, techniques, and conventions of a chosen communication form in ways appropriate to topic, context, audience, and purpose.	Select words that are correct, functional, and appropriate to audience and purpose.		Use descriptive and accurate words appropriate to audience and purpose.	Use descriptive and accurate words appropriate to audience and purpose.
Demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures, and other nonverbal tech-	Use eye contact, speaking rate, volume, enunciation, oral fluency, vocal energy, and gestures to communicate ideas effectively when speaking.	Demonstrate some control of eye contact and speak at an appropriate rate and volume.	Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures appropriate to audience and purpose.	Demonstrate control of eye contact, speaking rate, volume, enunciation, and gestures appropriate to audience and purpose.

Notes on Communication:

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
Convey clear, focused main ideas with accurate, relevant supporting details, including documentation of sources, appropriate to audience and purpose.	Convey clear, focused main ideas with accurate, relevant supporting details, including documentation of sources and definitions of technical terms, appropriate to audience and purpose.	Use and integrate oral, visual, written, or multi-media forms to communicate ideas in ways appropriate to topic, context, audience, and purpose.
Demonstrate organization by developing a beginning, middle, and end and by providing clear sequencing of ideas and transitions.	Demonstrate organization through a variety of strategies that include a clear beginning, middle, and end, appropriate to purpose and audience.	Organize oral, visual, or multi-media presentations in clear, coherent sequences appropriate to topic, context, audience, and purpose.
Use a variety of descriptive and accurate words appropriate to audience and purpose.	Use a variety of descriptive and accurate words and visual aids appropriate to audience and purpose.	Use the languages, techniques, and conventions of various communication forms to communicate ideas.
Demonstrate fluent delivery with varied inflections, effective eye contact, speaking rate, volume, enunciation, and gestures appropriate to audience and purpose.	Demonstrate natural and fluent delivery with varied inflections, effective eye contact, speaking rate, volume, enunciation, gestures and posture appropriate to audience and purpose.	

Assessment Notes:

Communication may be assessed in any content area--including English, Mathematics, Science, Social Science, and the elective areas--or within the context of a CAM endorsement area.

ENGLISH**COMMUNICATION, CONTINUED**

ODE Definition: Speak effectively for a variety of audiences and purposes and listen effectively to gather information.

PASS Proficiency: Use oral, visual, written, and multi-media communication forms to convey information and ideas for a variety of purposes, audiences, and contexts.

Conduct inquiry and research, using a variety of primary and secondary sources and informational resources to investigate questions and topics, gather and synthesize information, and create and communicate knowledge.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
Investigate topics of interest and importance, selecting appropriate media sources and using effective research processes. Acquire, interpret, and use information from print, visual, electronic, and human sources. Demonstrate ethical use of resources and materials (e.g., copyright, citations of sources). Analyze and evaluate the significance and accuracy of information and ideas presented in written, oral, visual, and multi-media communications. Analyze and evaluate information and ideas presented in written, oral, visual, and multi-media communications.				

Notes on Communication:

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
		Identify and frame topics, questions, and purposes for inquiry; plan and conduct research. Locate and interpret varied information sources; distinguish among facts, supported inferences, and opinions; evaluate information. Use, integrate, and cite researched information and evidence. Analyze and evaluate oral, visual, and written/media communications, considering topic, context, audience, purpose, delivery, and language.

Assessment Notes:

Communication may be assessed in any content area--including English, Mathematics, Science, Social Science, and the elective areas--or within the context of a CAM endorsement area.



**For more information about Oregon content standards,
common curriculum goals, or benchmarks, contact**

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